

Putting It All Together:

Academic Language and Literacy Strategies for Elementary ELs

Special Populations Conference

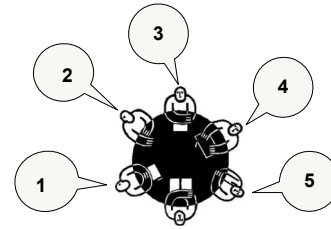
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Randomize and Rotate with Peer Rehearsal



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2

2

Workshop Objectives

Content:

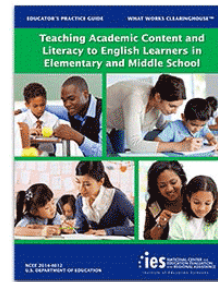
I can demonstrate **comprehension** of academic literacy and language development by actively participating in structured speaking, reading and writing tasks

Language:

I can **orally discuss** the effectiveness of strategies for English Learners and **brainstorm** ways to adapt them for use in my classroom using the stems:
 "This is a good strategy for English Learners because..."
 "I would adapt it to use in my classroom by..."

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What does the 2014 research say about teaching academic content and literacy to English Learners?



Research on English Learners from What Works Clearinghouse, April 2014

Recommendation 1:

Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities

Recommendation 2:

Integrate oral and written English language instruction into content-area teaching.

Provide regular, structured opportunities to develop written language skills.

Recommendation 3:

Provide small-group instructional intervention to students struggling in areas of literacy and English language

Turn to a partner and say **ONE** key word from each recommendation.

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Teaching Academic Content and Literacy to English Learners Recommendations

Recommendation 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities

- Choose a set of academic vocabulary words that are relevant to the content area and that students will encounter frequently in their academic work
- Create a word wall or vocabulary notebook
- Teach academic vocabulary in small groups using multiple modalities (e.g., reading, listening, writing)
- Teach word meaning strategies to help students independently figure out the meaning of words

Recommendation 2: Integrate oral and written English language instruction into content-area teaching

- Integrate oral and written English language instruction into content-area teaching
- Use oral and written English language instruction to develop students' academic language skills
- Use oral and written English language instruction to develop students' academic language skills
- Use oral and written English language instruction to develop students' academic language skills

Recommendation 3: Provide regular, structured opportunities to develop written language skills

- Provide regular, structured opportunities to develop written language skills
- Use oral and written English language instruction to develop students' academic language skills
- Use oral and written English language instruction to develop students' academic language skills
- Use oral and written English language instruction to develop students' academic language skills

Recommendation 4: Provide small-group instructional intervention to students struggling in areas of literacy and English language development

- Use available assessment information to identify students who demonstrate persistent struggles with literacy and English language development
- Provide small-group instructional intervention to students struggling in areas of literacy and English language development
- Use oral and written English language instruction to develop students' academic language skills
- Use oral and written English language instruction to develop students' academic language skills

With your partner.

Read recommendations and bullets.

what you **do well** and discuss with your partner

Put a * next to what you want to **try** or **do better**

Report out—

"One thing I would like to try is..."

#3s report out

3

Word Sorts

Arms up in the air if you use **word sorts** in Science, Math, and Social Studies.



“ Yes! ”



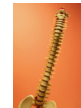
WORD SORTS

A MORE STRUCTURED, INTERACTIVE LANGUAGE-RICH APPROACH

transparent



backbone



Word Sorts

a more structured, interactive language-rich approach

Step 1: Making Connections

This is **NOT** a personal connection, but rather a connection to **something already studied or researched**

- Spread out your words in front of you and your partner.



- With your partner— Review the words. **Take turns saying...**

“The word ____ reminds me of ...” OR

“ I heard the word ____ before...” [say when / where] OR

“This word is like...”



- How many connections to past learning can you make?**



Word Sorts

a more structured, interactive language-rich approach

Step 2: Link TWO

- With your partner— **Link 2 words**

Partner A: “I think ____ and ____ go together because...”

Partner B: “ I respectfully agree/disagree because...”

- Switch roles. **How many words can you pair?**



Word Sorts

a more structured, interactive language-rich approach

Step 3: Triads

- With your partner— **Link 3 words**



Partner A: “I think __ , __ and __ go together because...”

Partner B: “ I agree/disagree because...”

- Switch roles. **How many triads can you make?**

Word Sorts

a more structured, interactive language-rich approach

Step 4: Go for the GOLD

- With your partner— See if you can:

Link 4 or more words by using them in a sentence.



Tell your partner what you think you will be learning about today.

Word Sorts

a more structured, interactive language-rich approach

Step 1: Making Connections

Step 2: Link TWO

Step 3: Triads

Step 4: Go for the **GOLD**

4


Table Talk:

Why are structured word sorts a good strategy for activating prior knowledge and/or building content vocabulary?

How would you adapt this 4-step word sort strategy to use in your classroom?

#2s report out

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Let's continue with our lesson...

What we have done so far...


- **Accessed prior knowledge**
"What do you think you know?" —academic words
- **Intensified word play with academic words**

Now let's go to **structured reading** ... with a purpose!

Structured Reading- First Read

6

Read for Comprehension



Three ways to read:

Shared reading

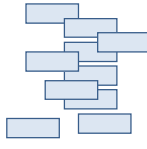

Buddy reading

Individual reading

Structured Reading – Second Read
"Read and Check"

Buddy Read:

- **Set aside** the words/phrases as you come across them in the text **in the order they first appear**.
- Go back and **reread** if you **missed one**.

Structured Reading - Third Read
"Read and Check"

Turn the text over.

Listen as the teacher reads the text aloud.

Check the order of your words.

Rearrange the words if needed.

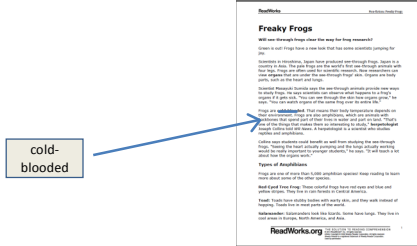
- see-through
- scientific research
- organs
- transparent skin
- cold-blooded
- body temperature
- environment
- amphibians
- backbones
- benefit
- heart
- pumping

Structured Reading – Fourth Read

Reread the text one more time.

Individually:

- Underline the words/phrases from the word sort.



Structured Reading “Read and Check”

1. Buddy read
2. Read and check
3. Teacher reads-re-check order
4. Underline words

Table talk:

- Why is this **4-step structured reading** strategy especially for English Learners?
- How would you adapt it to use in your classroom?



#4s report out

Let's continue...

What we have done so far...

- **Accessed prior knowledge**
“What do you think you know?”—academic words
- **Intensified word play with academic words**
- **Structured reading**

What comes next?

EXTENSIVE

CCSS Writing

INTENSIVE

- Writers' Workshop
- Mini-lessons (7 minutes)
- Writing process
- Craft—layout, sentence structure, word choice
- Address punctuation and grammar during drafting
- Discuss writing with partner or in teams rather than whole class (conferencing)

- **VOLUME!**
- Even during a read-aloud—drawing or taking notes
- Every day, every subject
- Plain paper... what text looks like
- Mini-research every week
- Response to reading, quick-writes, content journals

If students wrote **just 2 sentences** in every subject every day...

That's 10 sentences a day...

50 sentences a week...

2000 sentences in a year!

Getting Ready for Structured Response



Student Academic Task:

Write about how **transparent frogs help with research** using evidence from the text.

Instructional Decision:

Teacher decides to **model writing** with another text about **frogs**.

Beginning
Reads

Level 10
Set 1
Book 3

Frogs

7



Listening Task
Count the words



Side A: **Frog**

Side B: **Water**



In the spring, frogs lay their eggs in water. The eggs need to stay wet. That is why frogs lay their eggs in water.



Once the eggs hatch, the tadpoles will live in the water. When tadpoles turn into frogs, they will live on land. But they will stay close to water.

Listening Task
How many times did you hear...

Side A: **Frog**

Side B: **Water**

Examples of other Listening Tasks

As the teacher reads aloud, students:



Tap on the table when they hear an **adaptation that helps animals survive**.



Snap their fingers when they hear a **responsibility of good citizens**.



Lower clap if they hear a **characteristic of a predator**.

Teacher stops when she hears the tapping/snapping/clapping to **discuss what students noticed**.

Structured Response

8

The **opening statement** of your response to reading should be the **GIST** of what you read.

Who + What

Where

When

Why

How

Frogs lay their eggs in water to keep them wet.

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GIST

8



Who? **frogs**

What? **lay eggs in water**

Find the word/phrase that tells "what"

Why? **to keep them wet**
because...

Find the word/phrase that tells "why"

8

Now it's your turn!

Write your **opening statement**
Get to the **GIST**

See-through frogs

used in research

because...

organs grow

30

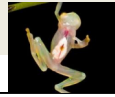
Structured Response

- Add **details** to your body. →

Frogs lay their eggs in water to keep them wet.
The eggs hatch. The tadpoles live in the water. The tadpoles grow up. Then they are frogs. The frogs live on land.

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Now it's your turn!



- Add **details** to your body. →
- Use your **academic words**
- Write **2-3 complete sentences**

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Concluding Statement teach a structure

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Pattern: **describing word** + **who** + **what**

The **powerful** owl rules the forest.

The **strong** lion hunts for prey.

The **beautiful** plant grows in the sun.

Concluding Statement teach a structure

Pattern: **adjective** + **adjective**, **subject** + **predicate**

Fascinating and **powerful**, the owl rules the forest.

Strong and **fierce**, the lion hunts for prey.

Beautiful and **healthy**, the plant grows in the sun.

Wet and **jumpy**, the frog lives near water and land.

Structured Response

Frogs lay their eggs in water to keep them wet.

The eggs hatch. The tadpoles live in the water. The tadpoles grow up. Then they are frogs. The frogs live on

The **jumpy** frog lives on land and water.

35

9

Now it's your turn!



With your partner, reread the paragraph before Types of Amphibians: "Collins says...

Then, write your **concluding statement**

____ and _____, the **see-through** frogs... [what]

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Structured Conversations

Reflecting on Good Writing

- Choose **one** of your sentences to share out.
- Stand, take **3 giant steps** and face a partner.
- Read** your sentence to your partner and tell **why you chose it!**

"The sentence that sounds like good writing is...
I chose this sentence because..."



Structured Response

1. Opening—who + what + why
2. Add details—use words
3. Concluding—adjective + adjective + what + how
4. Read writing to someone

Table Talk:

• Why is this **structured way** a good **writing strategy** especially for English Learners?

• How would you adapt it to use in your classroom?

#1s report out

Structured Conversations

10

Use **sentence stems** to promote the use of **academic language** and **complete sentences**.

Partner Talk:

When and How did we use sentence stems in this workshop?

- Teaching Academic Vocabulary
- Word Sorts
- Structured Response
- Report Outs

Teaching Academic Content and Literacy to English Learners

- Recommendations**
- Recommendation 1**
Focus on a set of **academic vocabulary words** intentionally across several days using a variety of instructional activities.
- Choose a set of **academic vocabulary words** that are relevant to the content and that students will need to use frequently.
 - Choose a set of **academic vocabulary words** that are relevant to the content and that students will need to use frequently.
 - Teach academic vocabulary in a way that makes it meaningful for students, using a variety of strategies.
- Recommendation 2**
Integrate oral and written English language instruction into content-area teaching.
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 - Use a variety of instructional tools, such as short videos, visuals, and graphic organizers, to support students' understanding of academic vocabulary.
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- Recommendation 3**
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- Recommendation 4**
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At your table...

Discuss:

How did the strategies learned today address the recommendations?

Did we meet our Workshop Objectives?

Content:

I can demonstrate **comprehension** of **academic literacy and language development** by **actively participating in structured speaking, reading and writing tasks**

Language:

I can **orally discuss** the effectiveness of strategies for English Learners and **brainstorm** ways to adapt them for use in my classroom using the stems:

"This is a good strategy for English Learners because..."

"I would adapt it to use in my classroom by..."